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ABSTRACT

Designed to accompany the Wisconsin State Curriculum for educable mentally retarded (EC 030 035), the handbook offers suggestions for implementation of the 12 Persisting Life Situations reflecting the general objectives of the state curriculum. Guidelines for preparing teaching units and resource guides, and for utilizing the Curriculum Accounting Teacher Sheet (CATS) are also provided. Appendixes contain a unit format and sample sheets of CATS. (RD)

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TEACHERS' HANDBOOK

FOR IMPLEMENTATION OF THE STATE CURRICULUM FOR EDUCABLE MENTALLY RETARDED

EC 030 036E

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

William C. Kahl, State Superintendent

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TEACHERS' HANDBOOK

for implementation of the state curriculum for educable mentally retarded

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Prepared by

Division for Handicapped Children, Mentally Handicapped Section

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William C. Kahl, State Superintendent
Wisconsin Department of Public Instruction

John W. Melcher, Assistant Superintendent
Administrator, Division for Handicapped Children

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FOREWORD

This publication is aimed at helping special education teachers with curricular provisions for children with retarded mental development. It is not an esoteric document, but one "loaded" with concrete suggestions for teachers. It will give the special educators the "in-depth" assistance so many of them have sought for so long.

This Handbook was developed by experienced teachers and supervisors. The authors should be commended for their dedication to a most difficult task. Teachers in service and teachers in training can reply on the "usability" of this product. We sincerely hope special educators at the university level will use this document in their classrooms.

We ask all who use it to tell us how well it works and give us suggestions for its improvement. Let us hear from you!

John Melcher
Assistant Superintendent

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Developed by:

Victor J. Contrucci – Program Administrator, Mentally Handicapped
James H. Despins – Special Education Supervisor
Patrick L. Pflieger – Special Education Supervisor
Alverna M. Robinson – Special Education Supervisor
Dr. Kenneth Blessing – Director of the Bureau for Special Education
Paul Zagorski and Caryl Terrell – Title VI-A Publications Editors

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Dr. Kenneth Blessing – Director of the Bureau for Special Education
Division for Handicapped Children
Director Statewide Curriculum for the Educable Mentally Retarded

Dr. Edward Meyen – Professor of Special Education
Major Consultant on Unit Development
University of Iowa

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Photo courtesy of Madison Board of Education

Chapter I

Purpose of Handbook and Overview of EMR Curriculum

This Handbook has been written to be used in conjunction with the State Curriculum for Educable Mentally Retarded, *A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded.* The purposes of the Handbook are to familiarize the teacher with the Curriculum and to guide the teacher in writing units using the behavioral objective approach. These guidelines represent previously tested and highly successful steps in working from curriculum to unit to lesson plan. This Handbook will also be used in the Title VI-A, Elementary and Secondary Education Act, Project to implement the State Curriculum in selected Wisconsin schools. The product of the Project will be the publication of teaching units as resource guides which will be made available to all teachers.

The EMR Curriculum

The EMR Curriculum utilizes a needs or "problems faced by the group" approach to curriculum building for primary, intermediate and secondary programs. Behavioral objectives stemming from the persisting life functions develop sequentially the expectations, behaviors and activities encompassing the individual, his role in the family and in the broader community. The curriculum is **not** an end in itself and should not be used as such; it is designed to set forth basic curriculum aims and to help the teacher develop instructional materials and lessons.

The teacher should begin by developing a degree of familiarity with the 12 Persisting Life Situations (P.L.S.) (see Figure 1) and their subdivision into further objectives and sub-objectives. As you will note, the Curriculum provides (1) the scope or subject matter to be taught, (2) the sequence or ordering of what is to be taught from primary through intermediate to secondary and (3) suggested teaching units and materials.

Figure 1 The 12 Persisting Life Situations

1. **Learning to Communicate Ideas** (3 R's) involves the essential habits, attitudes and skills that are commonly referred to as speaking, listening, reading, writing, and arithmetic.

2. **Learning to Understand One's Self and to Get Along with Others** involves the essential habits, attitudes, and skills necessary to understand and adjust one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.

3. **Learning to Travel and Move About** involves the acquisition of the essential habits, attitudes, and skills necessary for transporting one's self in the neighborhood, within the city, and to distant places, whenever the need arises.

4. **Learning to Handle and Adjust to One's Social, Technological, and Physical Environment** involves the essential habits, attitudes, and skills necessary in using social amenities and customs, using tools and mechanical equipment, and in understanding and adjusting to the physical environment.

5. **Learning to Keep Healthy** involves the essential habits, attitudes, and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest, and those necessary for the prevention and treatment of illnesses.

6. **Learning to Live Safely** involves the essential habits, attitudes, and skills necessary for safety in play, in work, in locomotion and in emergency.

7. **Learning to Earn a Living** involves the essential habits, attitudes, and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.

8. **Learning Homemaking** involves the essential habits, attitudes, and skills necessary for the feeding, clothing, and housing of oneself and one's family.

9. **Learning to Manage One's Money** involves the essential habits, attitudes, and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.

10. **Learning Wise Use of Leisure Time** involves the essential habits, attitudes, and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

Figure 2 Example of EMR Curriculum Coverage of an Objective

P.L.S. No. 5 Learning to Keep Healthy
SECONDARY A. Understands Good Physical Health Practices

Aims	Center of Interest Units	Introductory Discussions
(3) HYGIENE AND SELF CARE	Personal Hygiene	Why should we practice personal cleanliness and good grooming? Personal reasons Minimize the effects of germs or bacteria to maintain or improve health and stop or control illness Periodic baths or showers to maintain clean body One way of minimizing skin problems Proper care of eyes, ears, teeth, hair and skin Proper cleaning and care of clothes Appropriate seasonal clothing Family and Social reasons Improve social relations Develop social confidence Economic reasons Job interviews Job advancement Job satisfaction

From p. 124-125 of **A Persisting Life Needs Approach to a Curriculum for the Educably Mentally Retarded.**

11. **Learning to Appreciate, Create, and Enjoy Beauty** involves the essential habits, attitudes, and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing).

12. **Learning to be a Responsible Citizen** involves the essential habits, attitudes, and skills necessary to understand one's heritage, to understand and participate in government and its processes, and to understand and exercise one's rights, privileges, and responsibilities as a citizen.

The Curriculum builders perceive this statewide curriculum as presenting a general, broad framework within which to organize the monthly, weekly and daily instructional program. As a frame of reference it allows for local flexibility and implementation permitting the incorporation of locally developed materials of instruction. The teacher has the option of selecting specific units according to the needs of the particular class. The heart of the instructional program is the teaching unit and the lesson plans evolving from the unit. The use of the Curriculum does not limit the teacher because it is the teacher who must select the specific unit and subunits, develop the behavioral objectives, choose relevant activities and resources and then structure these into lesson plans leading to meaningful productive educational experiences for the EMR students.

Organization of the EMR Curriculum

Each of the 12 Persisting Life Situations is presented separately at the three levels-primary, intermediate and secondary. Objectives recur at each level reflecting sequential development of the individual. Each objective is covered under six major headings: **aims, center of interest units, introductory discussions, language arts, number concepts,** and **related activities.** Suggested instructional content and activities in the latter five columns relate to the minor aims specified in the first column (see Figure 2).

Language Arts	Number Concepts	Related Activities
Discussion What is the structure of the ear? teeth? What effect does dirt have on clothes? What causes skin problems? What is expected of you in social situations? What is expected of you at a job interview and on the job? Recognize and verbalize Type of cleanliness problems and methods of taking care of them Reading Books on cleanliness and good grooming Books on job interviews Writing How important are cleanliness and good grooming to me? How important are they to other people?		Develop consumer unit on various toothpastes, deodorants, soaps, etc. Recognize which is best and the best bargain regardless of 'Sale' signs Have a class 'Dress Up' day and work individually in improving their grooming habits Boys--show how to knot ties, choose color combinations Girls--use color combination ideas, show various ways of fixing hair, etc. Teacher can bring hair style books and equipment

Preceding each persisting life function is a **face sheet** specifying the objectives and aims which relate to the P.L.S.. Below this listing of objectives and aims, teachers will note a reference to specific departmental resource guides and, in certain instances, to specific teaching units which are available which relate to the persisting life function. Figure 3 shows the face sheet preceding the content for Persisting Life Situation No. 5 - **Learning to Keep Healthy**, the Secondary Level.

Definitions

Before proceeding to actual use of the Curriculum and development of teaching units and lesson plans in the next chapter, please note these definitions.

A **behavioral objective** is a collection of words or symbols describing one of your educational intents. It describes what the learner will be **doing** when demonstrating his achievement and **how you will know** when he is doing it.

A **resource guide** is a collection of materials and resources related to a broad topic and organized in a functional way for use by the classroom teacher.

The **teaching unit** is an organized sub-division of materials which falls between the resource guide and the actual lesson in the classroom.

The **Curriculum Accounting Teacher Sheet (C.A.T.S.)** is a record keeping device for the individual teacher of all units and subunits under each P.L.S. which have been taught over a period of four years.

Figure 3 Example of EMR Curriculum Face Sheet

LEARNING TO KEEP HEALTHY **Secondary**

P.L.S. No. 5 ***--involves the essential habits, attitudes and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest and those necessary for the prevention and treatment of illnesses.***

A. Understands good physical health practices
- **(1) Understands our bodies**
- **(2) Good nutrition**
- **(3) Hygiene and self care**
- **(4) Understands role in the community**

B. Understands mental health
- **(1) Self concept**
- **(2) Appropriate behavior**
- **(3) The emotions**
- **(4) Social interaction**

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 15-*A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. II, The Practical Arts,* pages 25-26, for illustrative activities in HOME SANITATION and HOME LIGHTING. Also see pages 47-58 for secondary level units on BATHING, IT'S WISE TO BE CLEAN, CARE OF THE FACE, NECK, HANDS, DENTAL HEALTH, CARE OF TEETH AND HAIR, and LOOKING WELL-GROOMED.

See Bulletin 21-D, pages 3-9, for suggested and illustrative units on HOW DO I KEEP MY BODY HEALTHY?, GROOMING PROBLEMS FOR ADOLESCENT GIRLS, and GOOD GROOMING. Also see pages 68-70 for related health concepts in SPENDING THE FOOD DOLLAR.

***From p. 121 of* A Persisting Life Needs Approach to a Curriculum for the Educably Mentally Retarded.**

Chapter II

Teaching Units

This chapter deals with a method of approaching the EMR Curriculum for use in instructional programs. These guidelines represent previously tested and highly successful steps in working from curriculum to unit to lesson plans. A format for writing units and subunits is discussed for general use and in the context of a specific example. Teachers should be familiar with this format as it will be utilized in all resource guides published as a result of the Curriculum Project. Several school districts are involved in preparing teaching units for possible publication as resource guides.

To fully utilize the material presented in teaching units each teacher must formulate lesson plans for daily instructional use. The lesson plan is the tool by which the teacher transmits information to the student. The teacher uses the lesson plan to organize his material into a logical, sequential presentation; to help him prepare materials and gather audio-visual aids for each class; as a self-evaluation tool; and as an accountability tool for his supervisors. Lesson plans are not requested of participants in the Curriculum Project but may be requested by local supervisors.

In general terms, we suggest that a teacher using a needs approach to curriculum follow certain basic steps in preparing his instructional program. These steps are:

Step 1. Assess immediate and long range needs of the individual and the group.

Step 2. Identify those major Persisting Life Situations involved and the necessary objectives and aims involved in these needs.

Step 3. Determine how many and which units and subunits need to be prepared.

Step 4. Develop units and subunits (see suggested format).

Step 5. Prepare daily lesson plans.

Teachers will approach **Step 1** from several directions. One teacher may list well identified needs of the group and then turn to the EMR Curriculum as a guide in planning the instructional program. Another teacher might use the 12 P.L.S. of the Curriculum as a checklist of the curricular progress and needs of the group. It makes little difference if the teacher identifies needs and turns to the EMR Curriculum or if the teacher uses the curriculum to help identify the group's needs. The importance of this step is that the teacher determines immediate and long range needs, areas of concentration, and specific skills areas for the school year. The teacher needs to determine **what material** should be presented **when** to the group before proceeding.

Then in **Step 2,** the teacher identifies under which of the 12 P.L.S. described in the EMR Curriculum these immediate and long range goals fit. In situations where an area of concentration is covered under several P.L.S., the teacher should determine which P.L.S. focuses on the major emphasis of the identified need of the individual or group. For example, food is emphasized in P.L.S. No. 5 **Learning to Keep Healthy** and in P.L.S. No 8 **Learning Homemaking.** If the group's need is to learn proper nutrition, the teacher should use P.L.S. No. 5; but if the group needs to learn the skills of food preparation, the teacher should turn to P.L.S. No. 8.

Also in **Step 2** the teacher should list under each P.L.S. objectives, aims and center of interest units. As you have noted, the EMR Curriculum provides guidance in these areas. The face sheet (see Figure 3) of each P.L.S. at each of the levels - primary, intermediate and secondary - outlines objectives and aims related to the P.L.S.. For help in deciding which units to teach, the teacher should turn to the next pages which present scope and sequence of this objective under five columns: "Center of Interest Units," "Introductory Discussions," "Language Arts," "Number Concepts," and "Related Activities" (see Figure 2). Two other sources of ideas and materials for planning units are: materials and resource guides referred to on the face sheet (see Figure 3) and materials available from the SEIMC (Special Education Instructional Materials Center) in your area or, if one is not nearby, from the University of Wisconsin IMC. These Centers have been organized for your convenience and you should feel free to use them often.

In **Step 3** the teacher decides which units and subunits need to be prepared to adequately cover the skills and information needs of the individual and/or group.

Step 4 is the actual development of the units and/or unit and subunits. Appendix A shows the unit and subunit format we are encouraging you to use. The upper part of the form provides a basic description of the unit to be written. It consists of the decisions made in **Steps 2** and **3**: the Persisting Life Situation being used, the objective and aim pursued and the title of the unit and the title of the subunit. If the teacher later decides to teach another unit or subunit, another form is filled out with similar information but with a different unit or subunit.

Now the teacher begins to write the teaching unit.

a. He lists all the behavioral objectives needed to adequately and sequentially complete the subunit. The form of these behavioral objectives focuses on students' needs and activities and facilitates evaluation of each student. For further information on writing behavioral objectives, refer to Robert F. Mager *Preparing Instructional Objectives,* Palo Alto, Calif.: Fearon Pub., 1962. Paperback $1.75.

b. On the form, the teacher lists the first behavioral objective and in their respective columns, list the activities and resource materials needed. Suggestions for activities and resource materials that will lead to attainment of the behavioral objectives can be found, as mentioned earlier, in the EMR Curriculum, in resource guides referred to on the related face sheet of the Curriculum and in materials available from the SEIMCs. Resource materials listed in the column should be in sufficient detail that anyone reading the column will know where to obtain them. In listing possible activities for a given behavioral objective, consideration should be given to the many activities which could lead to successful completion of the objective so that choices are available to the teacher. The activities under a particular objective need not be listed in sequential order but resource materials related to a specific activity must be aligned next to that activity.

c. After completing the first behavioral objective, the teacher lists the next behavioral objective and fills in the activities and materials columns with related information. He continues this process until all of the behavioral objectives which he originally judged necessary are completed.

d. The evaluation column listed on the form should be filled in after this teaching unit has been used to develop lesson plans with comments on needed changes or modifications of behavioral objectives, activities, and/or resource materials. The evaluation column will also be used in field testing teaching units submitted for possible publication in resource guides.

Step 5 is the preparation of the daily lesson plans from the teaching unit. The same format sheet can be used by simply adding the title "Lesson Plan." In using the teaching unit to write the daily lesson plan, the teacher should keep these three considerations in mind: (a) sequential, logical development of the material; (b) limited blocks of teaching time (20-50 minutes); and (c) therefore, the possibility of not using all the listed activities and resource materials to complete a particular behavioral objective. Activities should be spelled out in detail in lesson plans to differentiate teacher from student activities, to insure coverage of basic points and to insure that each activity leads into and prepares for the following activity (See Figure 5 as an example).

Once the initial effort is spent developing the subunits and lesson plans, evaluating the work and making changes, the teacher will have a relevant, well-defined lesson plan for future use. Although the teacher will have to spend time getting used to the procedures outlined above, once the teacher has gone through the steps a few times, it should become easier to prepare future units, subunits and lesson plans.

For purposes of illustration, let us look at a hypothetical situation:

Step 1. A secondary teacher has found that the students need to develop a better understanding and knowledge of good grooming.

Step 2. The teacher decides that good grooming is handled most appropriately under P.L.S. No. 5 **Learning to Keep Healthy.** He turns to the face sheet of P.L.S. No. 5 for the secondary level (p. 121 of the *EMR Curriculum,* see Figure 3). Among the objectives and aims listed there, he finds the objective-"A. Understands good physical health practices"-and under this the subobjective-"(3) Hygiene and self care." These present a good approach to good grooming. He turns to pages 124 and 125 of the Curriculum which present the scope and sequence of this objective and aim (see Figure 2). He reads the suggested material presented under the columns "Introductory Discussions," "Language Arts," "Number Concepts " and "Related Activities."

Step 3. The teacher then lists distinct points in subunits of personal hygiene which he thinks should be covered in teaching units in good grooming or hygiene and self care. Some of these points are: "Realization of why good grooming is socially and vocationally necessary," "Developing good personal grooming practices," "Learning about proper care and selection of clothing," "Developing realization that behavior is indirectly affected by good grooming." The teacher decides to teach a subunit on "Developing good personal grooming practices." Taking a new format sheet, he fills in the information on the top section as shown in Figure 4.

Step 4. The teacher determines the behavioral objectives desired to cover this subunit. Then he lists activities within each of these behavioral objectives which would develop the knowledge and skill to perform the behavior desired. Perhaps using the resource guides referred to on the face sheet (see Figure 3), he lists materials to use when teaching the unit (see Figure 4).

Step 5. The teacher then prepares a detailed lesson plan for each day needed to cover the subunit on "Developing good personal grooming practices" (see Figure 5). He uses the same type of format sheet as before.

The steps in this approach to the EMR Curriculum have been highly successful. The format developed for use in writing units and subunits has also been tested and proven successful. This format will be used in all resource guides published in conjunction with this curriculum project. The following chapter deals with preparing resource guides. Reference will be made to the format developed in this chapter.

Figure 4 —Example of Development of a Subunit

P.L.S. : No. 5 Learning to Keep Healthy LEVEL : Secondary

OBJECTIVE : Understands good physical health practices

AIM : Hygiene and self care

CENTER OF INTEREST UNIT : Personal hygiene

SUBUNIT : Developing good personal grooming practices

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Showers, takes a bath or otherwise washes thoroughly at least once a day.	Demonstrate that although we may not appear to be dirty, the skin does hold dirt	Rubbing alcohol, cotton balls	
	Discuss need for regular bathing 1. to remove dirt 2. to remove perspiration 3. to remove odor	Pictures- young and old people getting dirty through normal activities	
	Demonstrate proper washing techniques	Soap, wash cloth, towel	
	Discuss reasons for each person having his own towel and wash cloth		
	Demonstrate drying of towels on towel rack	Towel rack	
	Vocabulary: examples--sweat, perspiration, odor evaporate, glands, bacteria, etc.		
2. Given product availability at home or purchasing ability, uses deodorants daily	Discuss need for using deodorants 1. we perspire all the time 2. perspiration combines with bacteria on the skin to produce odor	Pictures of active people perspiring	
	Discuss and examine various types of deodorants 1. what are deodorants and anti-perspirants? 2. what types exist? 3. when should it be applied? 4. how applied? 5. dangers?	Samples of deodorants and anti-perspirants Ads from magazines and newspapers	
	Seatwork: make a chart comparing brands of products, types and costs	Writing materials	
	Vocabulary: examples--product, deodorant, anti-perspirant, spray, roll-on, cream, pads, stick, brand names of products, etc.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Given the need and product availability at home or purchasing ability, uses skin products on blemishes when need arises following product directions	Identify and discuss skin problems such as acne, rashes, infections	Film, *Who Will Come to my Party?* Modern Talking Picture Service, 1212 Avenue of the Americas, NYC NY 10036 Ads from magazines	
	Stress importance of cleanliness and keeping hands away from problem areas to help clear up skin problems	Film, *Care of the Skin*, U-2944, AV Center, UW-Madison	
	Discuss and examine special soaps and medications 1. what type for each problem 2. following directions on labels	Samples of special soaps, medications and other skin products	
	Discuss effects of growing on hygiene and skin problems	**Understanding Your Needs**, Lyons and Carnahon, Chicago, 1967	
	Discuss relation of menstruation to skin blemishes		
4. Given the necessary equipment demonstrates the correct procedure for cutting and filing nails and caring for cuticle	Demonstrate correct methods of washing, cutting and filing nails and caring for cuticles	Pictures or film on nail care	
	In class cutting and cleaning of nails	Sufficient scissors, nail files, water basins towels	
	Demonstrate and practice giving a manicure	Nail polish, orange stick, buffer, etc.	
	Vocabulary: examples--cuticle, hang-nail, etc.		
5. Given the necessary equipment washes hair thoroughly as demonstrated in class	Discuss and demonstrate washing, cutting, combing hair	Film or magazine ads Water basin, shampoo, hair rinse, towel, brush, comb, hair scissors	
6. Given the necessary materials demonstrates a particular styling of hair as illustrated in class	Discuss and demonstrate styling hair	Books on hair styling for men and women	
	Have beautician visit class for demonstration		
	Let students experiment with their own or someone else's hair		
ETC.	ETC.	ETC.	

Figure 5 — Example of Development of a Lesson Plan

P.L.S. : No. 5 Learning to Keep Healthy LEVEL : Secondary

OBJECTIVE : Understands good physical health practices

AIM : Hygiene and self care

CENTER OF INTEREST UNIT : Personal hygiene

SUBUNIT : Developing good personal grooming practices

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
1. Showers, takes a bath or otherwise washes thoroughly at least once a day	Show series of pictures and ask students what they have in common--'getting dirty', 'sweating', etc.	Pictures--young and old people getting dirty through normal activities	
	Discuss term 'perspiration' emphasizing that it is a normal healthy body function occurring at different rates depending on activity		
	Demonstrate by evaporating water from salt water that perspiration contains water and water evaporates leaving a residue. Emphasize that there are materials that we cannot see which remain on our skin. Question: How do we know, if we can't see the materials on our skin, that it is there?--Odor	Hot plate, evaporating dish, salt water in pyrex glass container, stove	
	Demonstrate by rubbing skin with cotton soaked in alcohol that while we may not be able to see the dirt, the skin does hold dirt even after normal activity	Rubbing alcohol, cotton balls	
	Emphasize the need, in discussion, for regular cleaning of the skin--bathing 1. to remove dirt 2, to remove perspiration 3. to remove odor		
	List the following words on the blackboard and have the class add them to their vocabulary notebooks: perspiration, evaporate, odor, glands and bacteria	Vocabulary notebooks	
ETC.	ETC.	ETC.	

Chapter III

Preparing Resource Guides

Resource Guides

A resource guide is a collection of materials and resources related to a broad topic and organized in a functional way for use by the classroom teacher. The Division for Handicapped Children has already produced resource guides, issued as a series of "We Do It This Way" publications. These include:

Bulletin 21-B *Primary Level Resource Guide for the EMR* (2 volumes)

Bulletin 21-C *Intermediate Level Resource Guide for the EMR*

Bulletin 21-D *Secondary Level Resource Guide for the EMR*

The Division is very interested in obtaining resource guides containing all of the units under each major objective or P.L.S. in the EMR Curriculum for publication and dissemination to other EMR teachers in the state. Eventually we hope to publish and disseminate one resource guide for each level and persisting life situation. We encourage EMR teachers who use the Curriculum to submit material to the Division for possible publication.

Preparing Units or Resource Guides

Teachers interested in submitting material to the Division must take into consideration the following points:

1. EMR teachers are encouraged to prepare and submit all units under a P.L.S. for possible publication in a resource guide.

2. Although we would prefer to receive material for a resource guide covering all of the units, we would be happy to accept units from different teachers and make a composite resource guide on a P.L.S.

3. The **format** established in this Handbook **must be followed** if a teacher wishes to submit a particularly effective unit or resource guide for publication. Since we will be receiving quite a number of units and resource guides from teachers, it will be easier to edit and publish the material if it is submitted in the same format. It will also be easier for future teachers to use the units or resource guides if we are consistent in our format.

4. When submitting a unit or resource guide, **only submit Step 4–Units and/or Units and Subunits** as referred to in Chapter 2. **Step 5–the Lesson Plan**–should be kept by the teacher for future use. There are many approaches to teaching the same unit or subunit. We do not want to restrict the teacher by giving too much detail or by suggesting that one particular lesson plan is the best or the only way to develop the unit or subunit. Because of this, we request that the teacher submit only **Step 4, the teaching unit.**

5. Many EMR teachers will probably submit previously prepared teaching units. Please rewrite them in the required format of this Handbook. Be sure that the "activities" and "annotated resources" are sufficiently detailed that another teacher using the unit will know how the unit was previously handled and where to obtain all the needed resource materials.

6. Please send units or resource guides to:

   EMR Curriculum Project Consultant
   Division for Handicapped Children
   126 Langdon Street
   Madison, Wisconsin 53702

If you have any questions concerning the Curriculum or this Handbook, please contact the State EMR Supervisor who works in your area. The supervisor will be available to answer any questions or discuss any problems encountered with the Handbook and Curriculum.

Chapter IV

Utilizing the (C.A.T.S.)

Curriculum Accounting Teacher Sheet

The Curriculum Accounting Teacher Sheet or C.A.T.S. allows the teacher to keep an accurate account of the Units and Subunits of the 12 Persisting Life Needs that have been taught over a period of four years. This enables the teacher to better organize and structure a sequential, developmental program for the students in the class. The C.A.T.S. should be used in conjunction with the State Curriculum for the Educable Mentally Retarded.

The Persisting Life Situation covered on each particular C.A.T. Sheet (refer to Appendix B) is listed at the top of each page. The objectives of the P.L.S., as can be found in the EMR Curriculum, are listed on this C.A.T.S. in the column headed "Objectives." These objectives have been categorized into the levels primary, intermediate and secondary. The aims, as stated in the EMR Curriculum, are listed on the C.A.T. Sheet in the column headed "Aims", adjacent to the related objective.

The teacher, in utilizing the C.A.T.S., should complete the remaining columns ("Units" and "Subunits") as the work for the class is planned. Suggested items to be listed in the C.A.T.S. column headed "Units" can be found in the Curriculum listed as the column "Center of Interest Units." These units should also be placed adjacent to the major aim to which they are related.

To complete the C.A.T.S., the teacher should list under the column any subunits employed to develop each unit. Suggestions for possible subunits can be found in the EMR Curriculum in columns titled: "Introductory Discussions", "Language Arts", "Number Concepts", or "Related Activities." It is also suggested and teachers are encouraged to develop additional subunits and list them adjacent to the related unit.

The last column, headed "Year and Month Taught", is to be used to designate the month or months of the school year during which the unit and subunits were taught. In this way teachers can easily review the curricular progress and needs of their students.

Appendix B includes two samples of the C.A.T.S. Sample Sheet No. 1 is the first page of the C.A.T.S. prepared by the Division. The Sheet has been filled in for P.L.S. No. 1 at the Primary and Intermediate level which continues on page 2. Sample Sheet No. 2 shows the C.A.T.S. format but has not been filled in. Teachers may wish to duplicate this page to prepare C.A.T.S. for their classes. Teachers may receive, upon request to the EMR Curriculum Consultant, a copy of a complete C.A.T.S. booklet listing all 12 P.L.S. and their subdivision into objectives and aims.

Appendices

Appendix A: Unit and/or Subunit Format

Appendix B: Curriculum Accounting Teacher Sheets

Sample Sheet No. 1–Page 1 of the C.A.T.S. prepared by the Division to cover all 12 P.L.S.

Sample Sheet No. 2–C.A.T.S. Format for easy duplication

Appendix A UNIT AND/OR SUBUNIT FORMAT Front Page

PLS: No. _____ LEVEL: _____

OBJECTIVE: _____

AIM: _____

CENTER OF INTEREST UNIT: _____

SUBUNIT: _____

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation

This form may be duplicated for your individual use.

Appendix A UNIT AND/OR SUBUNIT FORMAT Second Page

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation

This form may be duplicated for your individual use.

APPENDIX B SAMPLE SHEET No. 1

CURRICULUM ACCOUNTING TEACHER SHEET

Persisting Life Situation No. 1 Learning To Communicate Ideas

Objectives	Aims	Units (Write in Title)	Subunits (Write in Title)	Year and Month Taught 70-71	71-72	72-73	73-74
PRIMARY							
A. Begins to become usefully acquainted with the receptive means of communicating	1. Listening with comprehension and discrimination						
	2. Observing with comprehension and discrimination						
B. Begins to become usefully acquainted with the expressive forms of communicating	1. Using comprehension and organized speech						
	2. Using legible and organized written material						
INTERMEDIATE							
A. Develops knowledge of the receptive means of communication	1. Observing with comprehension and discrimination						
	2. Listening with comprehension and discrimination						

APPENDIX B SAMPLE SHEET No. 2
CURRICULUM ACCOUNTING TEACHER SHEET

Persisting Life Situation

Objectives	Aims	Units (Write in Title)	Subunits (Write in Title)	Year and Month Taught 70-71	71-72	72-73	73-74